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ABSTRACT

To comply with a 1975 memo from the Office for Civil Rights, the Seaford Senior High School in Seaford, Delaware, was required to maintain records on all student discipline actions. These records consisted of student disciplinary case reports designated by case file numbers. In addition, all discipline actions were to be logged by racial or ethnic designation, sex, school, offense, notice given, hearing authority, hearing sequence, time elapsed, testimony, findings, and disposition of the case. The purpose of this program was to develop a computerized system to record such data. The program was the product of contributions from administrators, teachers, secretaries, students, and district-wide personnel. The objectives of the program were to save time for administrators and clerical workers, to develop forms for the reporting of discipline offenses, and to develop information necessary for possible alternatives to suspension. The program used the computer center at a nearby vocational technical school. The author judged the program to be extremely successful and urged that it be viewed as a foundation for other computerized systems for such functions as scheduling students, keeping attendance records, filling out report cards, or keeping personnel records. The appendix contains copies of the forms used in the program. (Author/JM)

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DEVELOP AND IMPLEMENT A COMPUTERIZED SYSTEM TO COLLATE, ANALYZE AND MAINTAIN RECORDS ON ALL STUDENT DISCIPLINE INFRACTIONS AND ADMINISTRATIVE/TEACHER PUNITIVE ACTIONS IN THE SEAFORD SENIOR HIGH SCHOOL

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PART I

Submitted in partial fulfillment of the requirements

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by

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EA 012 994

Introductory Practicum
Dover Cluster II
Submitted: September 21, 1978

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PREFACE

This practicum is addressed to the task of manual recordkeeping, one of the more consuming efforts in high schools today. Administrators expend an inordinant amount of time processing paper work. This time could be used much more productively interfacing with students and staff, leaving the recordkeeping to the computer.

The Computer Discipline Recordkeeping System now in operation was developed by qualified professional educators to provide the Seaford Senior High School with a responsive tool for discipline recordkeeping control. It is currently the most comprehensive system and useful source of discipline data available to administrators in the district.

The system evolved from concepts and daily experiences of this administrator over a six year period of time and is the result of a one year effort initiated in July of 1977 to develop and implement an inexpensive data information system. The successful implementation of a Computer Discipline Recordkeeping System should not be viewed as an end product, but rather a foundation upon which a school district could develop a computerized system to fill other needs such as: 1) Student Scheduling, 2) Attendance, 3) Report Cards, 4) Personnel Records, 5) Budget Accounting, 6) Accounts Payable, and 7) Payroll. In some areas, a project of this nature could be developed along county lines with rich implications for curriculum development.

Before closing this preface and getting on with the text of my practicum report, I wish to express my gratitude and appreciation to my family, particularly my wife, Dee, who not only tolerated prolonged periods of study, reflection, and writing, but also encouraged my efforts.

To my professional colleagues, I wish to acknowledge a debt of gratitude for discussions and conferences, and the opportunity to develop a much needed

tool for the improvement of education in our educational system.

I wish also to acknowledge the assistance of Mrs. Lynn Lester and Teresa Smith whose abilities as typists provide this report with printable polish.

AUTHOR: Newman, Daniel G.

TITLE: Develop and Implement a Computerized System to Collate, Analyze and Maintain Records on all Student Discipline Infractions and Administrative/Teacher Punitive Actions in the Seaford Senior High School.

DESCRIPTORS: STUDENT DISCIPLINE PROCEDURES/Case File Number/Punitive Actions/ Discipline Record Keeping/Administrator-Record Keeping/ Computerized System/Alternative Program/Standard Terminology/ Coordinator/Director of Data Processing Center/Discipline Report Forms

The purpose of this practicum was to develop a computerized system to collate and maintain student discipline records and relative punitive actions that would relieve the administration, secretaries and student aides of the burden of manual record keeping and provide discipline data for the development of alternative programs to suspensions. This required:

1. That the data made available be meaningful and in standard terminology;

2. That a coordinator be named to provide the leadership and coordinate the efforts between the LEA and Sussex Vocational High School's Computer Center;

3. That the Director of the Data Processing Center receive a full and ongoing orientation to the needs of LEA; and

4. That the development of student discipline report forms be accomplished to collect the data upon whose accuracy and efficiency rested the success of the entire computerized programs.

The program developed was the product of contributions from administrators, teachers, secretaries, students and district-wide resource personnel. It was designed to involve the total high school staff and allow the administration time to make decisions at a level commensurate with professional abilities. The practicum's objectives were achieved with a great deal of success. The appendix contains copies of the forms developed and/or adapted during the practicum. (author/DGN)

REPORT

Develop and Implement a Computerized System to Collate, Analyze and Maintain Records on all Student Discipline Infractions and Administrative/Teacher Punitive Actions in the Seaford Senior High School

CHAPTER I

The Problem

In August of 1975, the Office of Civil Rights dispatched a memorandum to all state education agencies requesting that all local school systems receiving federal financial assistance maintain records on all "Student-Discipline Procedures and Actions in the LEA".

To effect compliance with the HEW memo of August 1975, our LEA adopted the following procedures:

Student Disciplinary Case Reports had to be completed by principals or their designees whenever punitive actions were taken in response to student's failure to comply with established district regulations.

A case file number had to be assigned by the principal or his designee to each student against whom punitive action was taken during a given school year. The case file number had to be recorded on each Student Disciplinary Case Report and used in identifying actions, hearing and referrals.

Case file numbers are composed of the student number, prefixed by the year closing a school year and followed by the school code. Case number 78-1100SR refers to the 1977-78 school year, student number 1100, and school code SR - the senior high school. A student retains this file number for an entire school year. The prefix will change each year to reflect the current year and become permanent upon graduation.

In addition, all discipline actions each day of the year had to be logged and included, but not limited to, the racial/ethnic designation, sex of the student, school attended, nature of the offense or offenses, form of notice given to the student, hearing authorities, whether or not the hearing preceded removal from

school prior to hearing, the time elapsed, a description of the testimony offered, the findings, and the disposition of the case.

The discipline actions were. suspensions, expulsion, corporal punishment, assignment to disciplinary classes, class assignment for disciplinary reasons, referral to courts, loss of bus transportation and detentions.

Our problem was further compounded when we had to furnish HEW and the district with student discipline record keeping information that reflected: (TABLES 1-34)

1. How many students were expelled during the year?
2. How many were suspended for 1-3 consecutive days?
3. How many were suspended for 4-10 consecutive days?
4. How many were suspended for 11 or more consecutive days?
5. How many students were suspended more than once? And, for how many days?
6. How many received corporal punishment?
7. How many were referred to alternative education programs for formal discipline?
8. How many student suspensions were there in grades 9-12?
9. How many student suspensions were there by grade, 9-10-11 and 12?
10. What percentage of the total student body was suspended?
11. What percentage of each grade was suspended?
12. What percentage of the total suspensions was black?
13. What percentage of the total suspensions was white?
14. What percentage of the total suspensions was other?
15. What percentage of the total suspensions was female?
16. What percentage of the total suspensions was male?
17. What percentage of the total suspensions was black female?
18. What percentage of the total suspensions was white female?
19. What percentage of the total suspensions was black male?
20. What percentage of the total suspensions was white male?

21. What percentage of the total suspensions was other male?

22. What percentage of the total suspensions was other female?

23. What percentage of each grade was suspended?

24. What percentage of each grade was black?

25. What percentage of each grade was white?

26. What percentage of each grade was other?

27. What percentage of each grade was black male?

28. What percentage of each grade was white male?

29. What percentage of each grade was black female?

30. What percentage of each grade was white female?

31. What percentage of the total student body was referred to the courts or juvenile authorities?

32. What percentage of students referred to the courts and juvenile authorities was white?

33. What percentage of students referred to the courts and juvenile authorities was black?

34. What percentage of each grade was referred to the courts or juvenile authorities?

35. What percentage of each grade referred to the courts or juvenile authorities was male?

36. What percentage of each grade referred to the courts or juvenile authorities was female?

37. What percentage of each grade referred to the courts or juvenile authorities was white male?

38. What percentage of each grade referred to the courts or juvenile authorities was black male?

39. What percentage of each grade referred to the courts or juvenile authorities was white female?

40. What percentage of each grade referred to the courts or juvenile authorities was black female?

41. Total number of discipline problems referred by each teacher, and by grade.

Seaford Senior High School has an enrollment of approximately 1254 students. Twenty-eight percent of these are Black American and one percent is divided among the ethnic classificationsof Hispanic, Asian and American Indian.

We attempted to comply with the demands of record keeping by utilizing a student office aide (non-pay) and a full-time clerk/typist, who performed double duty in the processing of records and forms for both discipline and attendance.

As custodian of discipline records, I had to spend many hours after school, Saturdays and even on Sundays, collating records in order to comply with the demands of maintaining, analyzing and collating discipline records.

When the demands of P. L. 94-142; Section 504 of the Rehabilitation Act Delaware State Law and Regulations for the Handicapped, became a reality, the record keeping to reflect their needs and problems further highlighted our problem and need for a computer system for maintaining student discipline records.

Finally, I contended that the ever growing complexity of student-discipline record keeping, caused by changes in educational philosophies and methods and the ongoing growth and demand for alternative programs, placed a burden on the modern administrator which increased in magnitude with each new school year. The magnitude of this burden made the task of manual record keeping a far too costly endeavor for the school administrator.

As administrators, we and our staff had to spend many long, tedious hours on the purely clerical and monotonous functions of record keeping. Our invaluable time was better spent making educational decisions at a level commensurate with our professional abilities which includes staff and student needs for advice, direction and counseling. The clerical tasks were far better suited to the abilities of the computer. (TABLE I)

Objectives

1. To eliminate the task of the clerical and monotonous function of manual discipline record keeping and analysis for administrators. (TABLES 1-34)

2. To develop and implement a computerized system for the collating, analyzing and maintaining of student discipline records. (TABLES 1 and 2)

3. To develop and implement forms for the referral and reporting of discipline offenses and punitive actions by administrators and teachers to both students and parents as well as the computer center. (APPENDIXES 1-3)

4. To eliminate the need for a student aide purely for filing student discipline records.

5. To reduce the clerical burden for the clerk typist from an average of three and one-half hours per day to approximately one hour; and eliminate totally the need to take home clerical work. (APPENDIX 3)

6. To eliminate the duplication of procedural form processing for both the assistant principal and the clerk typist. (APPENDIX 3)

7. To gather and analyze discipline action information for development of possible alternative programs for suspensions (plan to develop as my individual practicum). (TABLES 1-34 and APPENDIXES 1-4)

Strategy

Having been aware of a record keeping problem as early as March 1977, I began to identify its elements.

It was in late July and early August as we prepared to open a new school year that the manual burden of record keeping became even more apparent. It was at this time that I approached the principal and superintendent with the problem and received verbal permission to search for a solution.

Having been familiar with the operation of a data processing system as a

result of computer scheduling experience, I established initial contact with the Sussex County Vocational Technical School. The possibility of a working agreement with their computer center was explored, pending the decision that the computer would be the best solution to the identified problem.

With the opening of school in September, I held several brainstorming sessions with colleagues, secretaries, clerks and faculty members to determine the feasibility of a computer system. The results were positive and with this encouragement I searched for other schools throughout the state with similar record keeping problems. I discovered that some were attacking the problem, but not in a manner that would fit my specific need. I found some schools were content to struggle with the manual task of collecting and maintaining records. I also telephoned several governmental information agencies and visited computer centers. My search revealed no available programs that would meet my specific need.

It was during this time, with the concepts of accountability and effectiveness providing the impetus, the U. S. Congress charged the office of education (HEW) with the responsibility of keeping the nation informed as to the condition and progress of education; and the responsibility of supervising and measuring the effectiveness of federal programs. HEW, in turn, required that information from the LEA be provided in both a meaningful manner and in standard terminology.

It was evident that the solution to my problem lay with the computer. I, therefore, scheduled a series of meetings with the director of the computer center at Sussex Vocational Technical School during which we painstakingly discussed my problem and a solution.

As a result of my search to develop a strategy for solving my specific problem, I selected the machine data processing system for the comprehensive collation of data in machine-usable form utilizing punch cards and standard computer print out sheets. (TABLES 1-34, APPENDIXES 1-4)

At this stage in my strategy development, I established a target date of January 1978 for implementation. During the preceding three months, I adopted and adapted and redesigned the necessary forms to collect the raw data and established specific measurable objectives. (APPENDIXES 1-3)

The months of February and March were selected for inspection and evaluation of the new system. Faculty meetings were conducted to determine impact of the new referral system, and the first run of data was conducted at VTC and necessary corrections were made.

Throughout March and April, the format for reporting data was finalized and the first delivery of data was accomplished. During May and June, 1978, all discipline data was delivered to the VTC computer center and output data received by late June. (TABLES 1-34)

The data, being in standard terminology, was used for drawing subsamples for special studies, checking my hypothesis, deriving discipline summaries and establishing correlations.

Method

The first step in a successful computer experience required the LEA to appoint one individual to assume the leadership and act as coordinator between the school (Seaford) and the computer center (Sussex Vocational High School). This individual had to be thoroughly knowledgeable of the record keeping process at the LEA and in control of each phase of the computer process and related data collecting forms. Since the computer center operated under the direction of the school for the purpose of this practicum, it was a must that the coordinator provide a continuity of information and direction to the computer center.

Working with the computer center's director, it was the coordinator's responsibility to provide student discipline record data to the center at the proper

times. To be effective, he had to have the authority to make adjustments to the process whenever it was necessary.

The use of a computer dictated the need for understanding some basic points with regard to input data. For example, all processing systems receive their data from some source - in this case from Seaford Senior High School. This data is referred to as original or raw data. The forms that I send are called source documents because the data is obtained from them. (APPENDIX 1-3)

In order to explain how the data flowed through the new process, I shall work you through the problem as written in my proposal.

A. The problem is the maintaining, collating, analyzing of student discipline records.

B. Data Flow

1. Input: Raw data are originated and recorded on the designed forms. (APPENDIX 3)
2. Manipulation: Raw data are processed, sorted, calculated and summarized. (TABLES 1-2)
3. Output: Processed data are read out of the system on forms such as reports or cards. (TABLES 1-34)
4. Storage: Processed data are stored and/or used for program development. (TABLES 1-34)

All data must be recorded in uniform language on a standard 80 column card. The card is divided into 80 vertical columns, called card columns. A scale at the bottom of the card and another near the top designate each of the 80 columns. A single figure, letter or symbol may be recorded in each one of the 80 columns.

Each vertical column is divided into 12 punching positions. Each horizontal line of punching positions across the card is referred to as a row. (TABLE 2)

Each column of the card will accommodate a punched hole, or holes, to represent a number, letter or special character. Thus, the card can contain 80 and only 80 individual pieces of information. (TABLE 2)

All of my discipline data was placed on these 80 column cards and ran through an IBM 1130 computer system Model 4.

It has a storage access time of 3.6 microseconds for a single 16-bit word. It has a single disk storage with a storage capacity of each cartridge being 512,000 16-bit words. Its main storage uses a magnetic core which holds 8,192 16-bit words.

The 1442 card read punch reads cards at a rate of 300 cards per minute and punches 8[illegible] columns per second. The IBM 1130 prints data from cards at the rate of 40 lin[illegible] per minute or 55 lines of all-numeric data per minute with a total of 120 print positions per line.

The computer followed all instructions given to it in the form of a program. It made no decisions other than those provided in the program. (TABLES 1-2)

It accepted and processed data exactly as it was received. It was the responsibility of the school's coordinator to be certain of the accuracy of data sent to the computer. (APPENDIX 1-3)

The accuracy and efficiency of the entire computerized procedures rested heavily on the student discipline report forms. (Forms were redesigned to meet the need of Seaford Senior High School. (APPENDIX 1-3) It was on these forms, one per student per each infraction and resulting punitive action, that the LEA indicated to the computer:

A. Notification of one to three-day suspension

1. Student Information

a. Case Number

b. Last name, first name, middle initial

c. Grade

d. Month, day and year of birth

e. Race

2. Disciplinary Reasons

3. Additional Information

a. Date Suspended

b. Suspended By

c. Suspended Pending Parent Conference

d. Days Suspended

e. Referring Teacher Number

f. Student's Address

g. Student's Home Phone

h. Parent's Business Phone

i. Previous Disciplinary Actions

B. Notification of suspension beyond three days (Same detailed information as noted in previous form)

C. Principal's suspension and request for third party hearing (Same information as in previous form)

D. Corporal Punishment Report (Same basic information as in previous form)

E. Student referral to Principal's Office (Teacher's form, not for computer use) (APPENDIX 1)

1. Student information

a. Name

b. Grade, age, time

c. Race, sex

d. Location of incident

2. Reason for referral

3. Description of incident

4. Names of witnesses

5. Previous action taken
6. Type of prior parent contact
7. Administrative disposition
8. Teacher number
9. Signature of teacher

F. Principal's request for parental conference

Upon the completion of the first data input and any changes that were necessary, the computer center at Sussex Vocational and Technical School produced the first master print out in standard form. (TABLES 1-34)

This report showed all of the pertinent information: case file number, student name, infractions and punitive actions and a complete analysis of data, listed in the reeds section of this proposal.

Effectiveness of Program

I judged the outcome of my practicum by how well I accomplished my stated objectives.

Objectives	Procedures	Evaluation	Outcome
1. Eliminate the function of manual discipline record keeping and analysis for administrators.	1. Developed and implemented a computerized system to collate, analyze and maintain student discipline records. (TABLES 1-2)	1. A computer print out sheet of data broken down automatically from a program designed for that purpose. (TABLES 1-2)	1. The computer system eliminated totally (100%) the need for the administration to work evenings and weekends on record keeping (APPENDIXES 1-3). 1.2 The data system reduced a three step record processing procedure per discipline infraction, per student, to one complete step (APPENDIX 3).
2. Develop and implement a computerized system for the analysis, colating and maintaining of student discipline records.	2. Developed system of gathering data on discipline forms and developed system with computer programmer. (APPENDIX 3)	2. A computer print out sheet as a finished product of system implementation and design of new data collecting forms. (TABLES 1-34)	2. Print out sheets contain a complete analysis of student information and discipline infractions that comply with the needs listed in the proposal (the success factor of 95% was accomplished). 2.1 New forms were designed and implemented with 100% success.

Effectiveness of Program cont'd

Objectives	Procedures	Evaluation	Outcome
3. Develop and implement forms for the data collection and referral of discipline offenses and punitive action to parents, students and computer center.	3. Redesigned and implemented data collection forms and implemented by January, 1978. (APPENDIXES 1-3)	3. The implementation of new data collecting forms and a computer print out sheet reflecting the effectiveness of the data collection forms.	3. New data collection forms were designed and implemented in January 1978 with 100% success. Several data print out sheets resulted and contained the essential record keeping data (APPENDIXES 1-3).
4. Eliminate the need for a student aide purely for filing student discipline records.	4. Compared filing time of old system with new system.	4. Clocked the amount of time I needed a student aide in the new system as compared to the old system for a period of 30 days.	4. The new system reduced the time for the student aide from an average of three hours a week to thirty minutes for purely filing records. This was a major accomplishment.
5. Reduce the clerical burden for the full-time clerk/typist from an average of three and one-half hours per day to approximately one hour; and eliminate totally the need to take home discipline clerical work.	5. Implemented the new system with the new data forms.	5. Measured the amount of back-log compared with amount of work load processed under the new system via a time study.	5. The new system totally eliminated take home work for the clerk/typist (100% success and reduced the clerical burden for discipline record keeping from an average of three and one-half hours per day to an average of fifteen to thirty minutes a week.

Effectiveness of Program cont'd

Objectives	Procedures	Evaluation	Outcome
6. Eliminate the duplication of procedural form processing for both the clerk/typist and the assistant principal.	6. Developed new forms for data collection and implemented January 1978. Forms designed combined several steps and forms that were processed individually. (APPENDIX 3)	6. Compared past time of form processing with new form processing time and measured amount of form backlog by time needed to file by student aide.	6. The implementation of new forms reduced to one step the processing of discipline forms to be processed for the administration, parent, and data processing center. The old system required four separate operations. A time saving of fifteen to twenty minutes per student for the assistant principal and a reduction from an average of three hours a week to thirty minutes a week for the student aide.
7. Analyze discipline data for the development of possible alternative programs for suspension as an individual practicum.	7. Built a data bank over a six month period for program development (January-June 1978). (TABLES 1-34)	7. Developed several tables reflecting suspension profiles and detentions over a six month period (January-June 1978). (TABLES 1-34)	7. The new system produced 34 tables and four appendixes all of which provide data in standard terms. The data provided resulted in a survey of all tenth graders in September and the remainder of the

Effectiveness of Program cont'd

Objectives	Procedures	Evaluation	Outcome
			student body in October of 1978 to determine guidance needs of our student body. (APPENDIX 4) The results of that survey and the data provided by the new data collatin system resulted in the re-organization of the guidance department; the development of a group counseling program and an individual tutoring program All are within the design of my individual practicum.

Institutionalization of Program

To implement the data processing system, it was necessary to deal with the following concerns:

1. The staff and fellow administrators had to receive an orientation enabling them to gain a full understanding of the intended change, its requirements and its relation to school objectives. This was accomplished via:

   a. Faculty group briefings

   b. Individual orientations

   c. Both group and individual follow-up sessions

   d. Program implementation

2. The benefit of the change had to be made crystal clear to staff members and fellow administrators.

3. A lucid program had to be employed to induce the staff and fellow administrators to willingly accept the change and cause it to become an integrated part of our total program.

A cooperative effort caused the successful accomplishment of the preceding concerns and resulted in the new data system becoming a regular, operating component of the Seaford Senior High School system. It assured that the change would remain an integral part of the system for a long time to come.

The development and institutionalization of this practicum afforded this administrator an opportunity and the systematic means to apply his intellectual resources to resolve a problem constructively.

The support received from significant others (formal approval of superintendent and principal), supported and re-enforced his efforts to correct what was unsatisfactory.

Conclusion

This practicum and its successful implementation resulted in the achievement of stated objectives, which accomplished a demonstrated need.

The impact of this program upon clerks, administrators, teachers, counselors and students is noticeable throughout the school program and community (turn about counseling).

The successful implementation of the data system should not be viewed as an end product, but rather a means to establish alternative programs for the betterment of an educational system.

Recommendations

This writer recommends that this Computer Discipline Recordkeeping System should not be viewed as an end product, but rather a foundation upon which a school district could develop a computerized system to fill other needs such as: 1) Student Scheduling, 2) Attendance, 3) Report Cards, 4) Personnel Records, 5) Budget Accounting, 6) Accounts Payable, and 7) Payroll. In some areas, a project of this nature could be developed along county or city lines with rich implications for curriculum development.

Commercial Outcome

This writer and Mr. James Brown, Director of the Computer Center at Sussex Vocational High School, have developed the soft ware for Discipline Recordkeeping and tied it in with a computer company for commercial production and sale.

This outcome was a unexpected achievement and we must wait to determine just how successful the system will become on the market.

LIST OF TABLES

1. Disciplinary Record Layout
2. Multiple-Card Layout Form
3. Number of Discipline Cases Reported to the Office by Teachers (January 1978)
4. Monthly Disciplinary Reasons (January 1978)
5. Number of Discipline Cases Reported (January 1978)
6. Number of Discipline Cases Reported to the Office by Teachers (February 1978)
7. Monthly Disciplinary Reasons (February 1978)
8. Number of Discipline Cases Reported (February 1978)
9. Number of Discipline Cases Reported to the Office by Teachers (March 1978)
10. Monthly Disciplinary Reasons (March 1978)
11. Number of Discipline Cases Reported (March 1978)
12. Number of Discipline Cases Reported to the Office by Teachers (April 1978)
13. Monthly Discipline Reasons (April 1978)
14. Number of Discipline Cases Reported (April 1978)
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16. Monthly Disciplinary Reasons (May 1978)
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19. Teacher Assigned Detentions (January-May 1978)
20. Students Suspended 1-3 Days (January 1978)
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22. Students Suspended 1-3 Days (March 1978)
23. Students Suspended 1-3 Days (April 1978)
24. Students Suspended 1-3 Days (May 1978)
25. Students Suspended 4-10 Days (January 1978)
26. Students Suspended 4-10 Days (February 1978)

27. Students Suspended 4-10 Days (March 1978)

28. Students Suspended 4-10 Days (April 1978)

29. Students Suspended 4-10 Days (May 1978)

30. Students Suspended 11 or More Days (January 1978)

31. Students Suspended 11 or More Days (February 1978)

32. Students Suspended 11 or More Days (March 1978)

33. Students Suspended 11 or More Days (April 1978)

34. Students Suspended 11 or More Days (May 1978)

APPENDIXES

APPENDIX 1. Referral of Misconduct to Principal's Office

APPENDIX 2. Teacher's Detention

APPENDIX 3. Notification of Disciplinary Action

APPENDIX 4. Student Inventory of Guidance Awareness

APPENDIX 5. Computer Processed data printout sheet

GLOSSARY

INPUT: Raw discipline data originated at the LEA and recorded on the designed forms (Appendixes 3).

MANIPULATION: Raw data are processed, sorted, calculated and summarized.

OUTPUT: Processed data are read out of the system on reports via the printout sheet (Appendixes 5).

STORAGE: Processed data are stored and/or used for program development.

TABLE 1

DISCIPLINARY RECORD LAYOUT

COLUMNS	DESCRIPTION
1 - 9	Case Number
10 - 24	Last Name
25 - 33	First Name
34 - 34	Middle Initial
35 - 36	Grade
37 - 42	Date
43 - 43	Sex
44 - 44	Race
45 - 50	Disciplinary Reasons
51 - 56	Date Suspended
57 - 57	Suspended By
58 - 58	Parent Conference
59 - 60	Number of Days Suspended
61 - 63	Referring Teacher
64 - 69	Disciplinary Actions
70 - 72	Classroom Number
73 - 74	Hall
75 - 76	Parking Lot
77 - 78	Restroom
79 - 79	Cafeteria
80 - 80	Other

NOTE: DO NOT USE THIS FORM WHEN ORDERING NEW OR REVISED CARD FORM COMPOSITION.

INTERNATIONAL BUSINESS MACHINES CORPORATION

IBM

INFORMATION RECORDS DIVISION
MULTIPLE-CARD LAYOUT FORM

Form X24-6599-1
IBM H47093
Printed in U.S.A.

Company _____

Application _____ by Jim - Brown Date 4-20-78 Job No. DISC01 Sheet No. 1 of 1

TABLE 2

CASE Number	Last Name	First Name	Middle Init.	Grade	Date MO	Date DA	Date YR	SEX	RACE	Disciplinary Recess				Date Suspended MO	Date Suspended DA	Date Suspended YR	Suspended by Parent Conf.	Days Suspended	Referring Teacher	Disciplinary Action		Class Room #	Hall	Parking Lot	Rest Room	Cafeteria	other
9 9 9 9 9 9 9 9 9	9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	9 9 9 9 9 9 9 9 9	9	9 9	9 9	9 9	9 9	9	9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9
1 2 3 4 5 6 7 8 9	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	25 26 27 28 29 30 31 32 33	34	35 36	37 38	39 40	41 42	43	44	45 46	47 48	49 50		51 52	53 54	55 56	57	58 59	60 61	62 63	64 65	66 67	68 69	70 71	72 73	74 75	76 77	78 79	80
9 9 9 9 9 9 9 9 9	9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	9 9 9 9 9 9 9 9 9	9	9 9	9 9	9 9	9 9	9	9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9
1 2 3 4 5 6 7 8 9	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	25 26 27 28 29 30 31 32 33	34	35 36	37 38	39 40	41 42	43	44	45 46	47 48	49 50		51 52	53 54	55 56	57	58 59	60 61	62 63	64 65	66 67	68 69	70 71	72 73	74 75	76 77	78 79	80
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1 2 3 4 5 6 7 8 9	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	25 26 27 28 29 30 31 32 33	34	35 36	37 38	39 40	41 42	43	44	45 46	47 48	49 50		51 52	53 54	55 56	57	58 59	60 61	62 63	64 65	66 67	68 69	70 71	72 73	74 75	76 77	78 79	80
33																											34
9 9 9 9 9 9 9 9 9	9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	9 9 9 9 9 9 9 9 9	9	9 9	9 9	9 9	9 9	9	9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9
1 2 3 4 5 6 7 8 9	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	25 26 27 28 29 30 31 32 33	34	35 36	37 38	39 40	41 42	43	44	45 46	47 48	49 50		51 52	53 54	55 56	57	58 59	60 61	62 63	64 65	66 67	68 69	70 71	72 73	74 75	76 77	78 79	80
9 9 9 9 9 9 9 9 9	9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	9 9 9 9 9 9 9 9 9	9	9 9	9 9	9 9	9 9	9	9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9 9	9
1 2 3 4 5 6 7 8 9	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	25 26 27 28 29 30 31 32 33	34	35 36	37 38	39 40	41 42	43	44	45 46	47 48	49 50		51 52	53 54	55 56	57	58 59	60 61	62 63	64 65	66 67	68 69	70 71	72 73	74 75	76 77	78 79	80

TABLE 3

NUMBER OF DISCIPLINE CASES REPORTED
TO THE OFFICE BY TEACHERS
(JANUARY 1978)

TEACHER NUMBER	CASES REPORTED
002	13
003	3
020	1
025	5
050	1
120	1
130	1
135	2
150	1
155	2
175	1
185	4

TEACHER NUMBER	CASES REPORTED
211	3
221	1
240	3
280	1
285	2
290	1
295	14
325	3
330	1
335	2
340	6
345	1
900	12

TABLE 4

MONTHLY DISCIPLINARY REASONS

(JANUARY 1978)

REASONS	NUMBER OF CASES	PCT. OF TOTAL CASES
01 CUTTING CLASS	15	17.65
02 TARDY TO CLASS	0	00.00
03 TRUANCY	0	00.00
04 DISOBEDIENCE	2	2.35
05 PROFANITY	2	2.35
06 FIGHTING	7	8.24
07 STEALING	0	00.00
08 VANDALISM	0	00.00
09 SMOKING	5	5.88
10 DRINKING ALCOHOL	0	00.00
11 POSS. DRUGS - ALCOHOL	0	00.00
12 UNDER INFLUENCE	0	00.00
13 INDECENT EXPOSURE	0	00.00
14 PHYSICAL ATTACK	0	00.00
15 THROWING OBJECTS	4	4.71
16 GAMBLING	0	00.00
17 FAIL. SERVE DETENTION	5	5.88
18 ASSAULT ON STAFF	0	00.00
19 ATTENDANCE	3	3.53
20 DESTROY. SCHOOL PROPERTY	0	00.00
21 LV. SCHOOL W/O PERMISSION	3	3.53
22 BUS DISRUPTION	0	00.00
23 POSS. ILLEGAL WEAPON	0	00.00
24 TARDY TO SCHOOL	1	1.18
25 CLASS DISRUPTION	14	16.46
26 EXTORTION	0	00.00
27 DEFIANCE OF REQJEST	7	8.24
28 OFFENSIVE TOUCHING	0	00.00
29 THREATENING STAFF	0	00.00
30 UNAUTHORIZED ASSEMBLY	0	00.00
31 CAUSING DIST. IN HALL	4	4.71
32 FORGERY	0	00.00
33 CONTINUOUS DISRUPTION	8	9.41
34 NOT IN ASSIGNED AREA	5	5.88
35 OTHER		
TOTALS	85	100.00

TABLE 5

NUMBER OF DISCIPLINE CASES REPORTED
(JANUARY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT OF TOTAL
9TH	MALE	10	15	0	0	0	0	25	29.41
	FEMALE	6	5	0	0	0	0	11	12.94
	TOTAL	16	20	0	0	0	0	36	42.35
10TH	MALE	20	4	0	0	0	0	24	28.24
	FEMALE	0	1	0	0	0	0	1	1.18
	TOTAL	20	5	0	0	0	0	25	29.41
11TH	MALE	3	7	0	0	0	0	10	11.76
	FEMALE	0	6	0	0	0	0	6	7.06
	TOTAL	3	13	0	0	0	0	16	18.82
12TH	MALE	3	5	0	0	0	0	8	9.41
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	3	5	0	0	0	0	8	9.41
TOTAL	MALE	36	31	0	0	0	0	67	78.82
	FEMALE	6	12	0	0	0	0	18	21.18
	TOTAL	42	43	0	0	0	0	85	100.00

TABLE 6

NUMBER OF DISCIPLINE CASES REPORTED
TO THE OFFICE BY TEACHERS
(FEBRUARY 1978)

TEACHER NUMBER	CASES REPORTED
001	2
002	15
020	2
235	5
240	2
285	4
295	5
340	3
345	2
315	6
325	7
330	2

TABLE 7

MONTHLY DISCIPLINARY REASONS
(FEBRUARY 1978)

REASONS	NUMBER OF CASES	PCT. OF TOTAL CASES
01 CUTTING CLASS	17	30.90
02 TARDY TO CLASS	0	00.00
03 TRUANCY	0	00.00
04 DISOBEDIENCE	0	00.00
05 PROFANITY	1	1.82
06 FIGHTING	4	7.27
07 STEALING	0	00.00
08 VANDALISM	0	00.00
09 SMOKING	10	18.18
10 DRINKING ALCOHOL	0	00.00
11 POSS. DRUGS - ALCOHOL	0	00.00
12 UNDER INFLUENCE	2	3.64
13 INDECENT EXPOSURE	0	00.00
14 PHYSICAL ATTACK	0	00.00
15 THROWING OBJECTS	1	1.82
16 GAMBLING	0	00.00
17 FAIL. SERVE DETENTION	0	00.00
18 ASSAULT ON STAFF	1	1.82
19 ATTENDANCE	0	00.00
20 DESTROY. SCHOOL PROPERTY	2	3.64
21 LV. SCHOOL W/O PERMISSION	0	00.00
22 BUS DISRUPTION	0	00.00
23 POSS. ILLEGAL WEAPON	0	00.00
24 TARDY TO SCHOOL	0	00.00
25 CLASS DISRUPTION	9	16.36
26 EXTORTION	0	00.00
27 DEFIANCE OF REQUEST	4	7.27
28 OFFENSIVE TOUCHING	0	00.00
29 THREATENING STAFF	0	00.00
30 UNAUTHORIZED ASSEMBLY	0	00.00
31 CAUSING DIST. IN HALL	0	00.00
32 FORGERY	0	00.00
33 CONTINUOUS DISRUPTION	2	3.64
34 NOT IN ASSIGNED AREA	2	3.64
35 OTHER	0	00.00
TOTALS	55	100.00

TABLE 8

NUMBER OF DISCIPLINE CASES REPORTED
(FEBRUARY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT OF TOTAL
9TH	MALE	6	0	0	0	0	0	6	10.91
	FEMALE	6	2	0	0	0	0	8	14.55
	TOTAL	12	2	0	0	0	0	14	25.46
10TH	MALE	7	4	0	0	0	0	11	20.00
	FEMALE	3	1	0	0	0	0	4	7.27
	TOTAL	10	5	0	0	0	0	15	27.27
11TH	MALE	10	5	0	0	0	0	15	27.27
	FEMALE	4	0	0	0	0	0	4	7.27
	TOTAL	14	5	0	0	0	0	19	34.54
12TH	MALE	4	2	0	0	0	0	6	10.91
	FEMALE	1	0	0	0	0	0	1	1.82
	TOTAL	5	2	0	0	0	0	7	12.73
TOTAL	MALE	27	11	0	0	0	0	38	69.09
	FEMALE	14	3	0	0	0	0	17	30.91
	TOTAL	41	14	0	0	0	0	55	100.00

TABLE 9

NUMBER OF DISCIPLINE CASES REPORTED
TO THE OFFICE BY TEACHERS
(MARCH 1978)

TEACHER NUMBER	CASES REPORTED
001	4
002	21
003	7
060	1
190	11
211	3
315	4
335	1
900	3

TABLE 10

MONTHLY DISCIPLINARY REASONS
(MARCH 1978)

REASONS	NUMBER OF CASES	PCT. OF TOTAL CASES
01 CUTTING CLASS	12	21.82
02 TARDY TO CLASS	1	1.82
03 TRUANCY	0	00.00
04 DISOBEDIENCE	0	00.00
05 PROFANITY	2	3.64
06 FIGHTING	6	10.91
07 STEALING	0	00.00
08 VANDALISM	0	00.00
09 SMOKING	8	14.54
10 DRINKING ALCOHOL	0	00.00
11 POSS. DRUGS - ALCOHOL	1	1.82
12 UNDER INFLUENCE	0	00.00
13 INDECENT EXPOSURE	0	00.00
14 PHYSICAL ATTACK	0	00.00
15 THROWING OBJECTS	2	3.64
16 GAMBLING	0	00.00
17 FAIL. SERVE DETENTION	7	12.73
18 ASSAULT ON STAFF	0	00.00
19 ATTENDANCE	4	7.26
20 DESTROY. SCHOOL PROPERTY	0	00.00
21 LV. SCHOOL W/O PERMISSION	2	3.64
22 BUS DISRUPTION	1	1.82
23 POSS. ILLEGAL WEAPON	0	00.00
24 TARDY TO SCHOOL	0	00.00
25 CLASS DISRUPTION	0	00.00
26 EXTORTION	0	00.00
27 DEFIANCE OF REQUEST	4	7.26
28 OFFENSIVE TOUCHING	0	00.00
29 THREATENING STAFF	1	1.82
30 UNAUTHORIZED ASSEMBLY	0	00.00
31 CAUSING DIST. IN HALL	0	00.00
32 FORGERY	0	00.00
33 CONTINUOUS DISRUPTION	2	3.64
34 NOT IN ASSIGNED AREA	2	3.64
35 OTHER	0	00.00
TOTALS	55	100.00

TABLE 11

NUMBER OF DISCIPLINE CASES REPORTED
(MARCH 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT OF TOTAL
9TH	MALE	12	2	0	0	0	0	14	25.45
	FEMALE	4	1	0	0	0	0	5	9.09
	TOTAL	16	3	0	0	0	0	19	34.55
10TH	MALE	9	5	0	0	0	0	14	25.45
	FEMALE	1	0	0	1	0	0	2	3.64
	TOTAL	10	5	0	1	0	0	16	29.09
11TH	MALE	6	4	0	0	0	0	10	18.18
	FEMALE	0	4	0	0	0	0	4	7.27
	TOTAL	6	8	0	0	0	0	14	25.45
12TH	MALE	3	2	0	0	0	0	5	9.09
	FEMALE	1	0	0	0	0	0	1	1.82
	TOTAL	4	2	0	0	0	0	6	10.91
TOTAL	MALE	30	13	0	0	0	0	43	78.18
	FEMALE	6	5	0	1	0	0	12	21.82
	TOTAL	36	18	0	1	0	0	55	100.00

TABLE 12

NUMBER OF DISCIPLINE CASES REPORTED
TO THE OFFICE BY TEACHERS
(APRIL 1978)

TEACHER NUMBER	CASES REPORTED
001	6
002	6
003	1
219	1
340	2
900	17

TABLE 13

MONTHLY DISCIPLINARY REASONS

(APRIL 1978)

	REASONS	NUMBER OF CASES	PCT. OF TOTAL CASES
01	CUTTING CLASS	7	21.21
02	TARDY TO CLASS	2	6.06
03	TRUANCY	2	6.06
04	DISOBEDIENCE	0	00.00
05	PROFANITY	0	00.00
06	FIGHTING	4	12.13
07	STEALING	0	00.00
08	VANDALISM	0	00.00
09	SMOKING	2	6.06
10	DRINKING ALCOHOL	0	00.00
11	POSS. DRUGS - ALCOHOL	2	6.06
12	UNDER INFLUENCE	0	00.00
13	INDECENT EXPOSURE	0	00.00
14	PHYSICAL ATTACK	0	00.00
15	THROWING OBJECTS	1	3.03
16	GAMBLING	0	00.00
17	FAIL. SERVE DETENTION	0	00.00
18	ASSAULT ON STAFF	0	00.00
19	ATTENDANCE	2	6.06
20	DESTROY. SCHOOL PROPERTY	0	00.00
21	LV. SCHOOL W/O PERMISSION	1	3.03
22	BUS DISRUPTION	0	00.00
23	POSS. ILLEGAL WEAPON	0	00.00
24	TARDY TO SCHOOL	0	00.00
25	CLASS DISRUPTION	0	00.00
26	EXTORTION	0	00.00
27	DEFIANCE OF REQUEST	0	00.00
28	OFFENSIVE TOUCHING	0	00.00
29	THREATENING STAFF	0	00.00
30	UNAUTHORIZED ASSEMBLY	0	00.00
31	CAUSING DIST. IN HALL	0	00.00
32	FORGERY	1	3.03
33	CONTINUOUS DISRUPTION	2	6.06
34	NOT IN ASSIGNED AREA	7	21.21
35	OTHER	0	00.00
	TOTALS	33	100.00

TABLE 14

NUMBER OF DISCIPLINE CASES REPORTED
(APRIL 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT OF TOTAL
9TH	MALE	12	4	0	0	0	0	16	48.48
	FEMALE	1	1	0	0	0	0	2	6.06
	TOTAL	13	5	0	0	0	0	18	54.55
10TH	MALE	4	2	0	0	0	0	6	18.18
	FEMALE	1	0	0	0	0	0	1	3.03
	TOTAL	5	2	0	0	0	0	7	21.21
11TH	MALE	4	1	0	0	0	0	5	15.15
	FEMALE	0	2	0	0	0	0	2	6.06
	TOTAL	4	3	0	0	0	0	7	21.21
12TH	MALE	1	0	0	0	0	0	1	3.03
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	0	0	0	0	0	1	3.03
TOTAL	MALE	21	7	0	0	0	0	28	84.85
	FEMALE	2	3	0	0	0	0	5	15.15
	TOTAL	23	10	0	0	0	0	33	100.00

TABLE 15

NUMBER OF DISCIPLINE CASES REPORTED
TO THE OFFICE BY TEACHERS

(MAY 1978)

TEACHER NUMBER	CASES REPORTED
001	1
002	3
050	2
130	1
140	1
180	1
295	2
325	1
335	1

TABLE 16

MONTHLY DISCIPLINARY REASONS

(MAY 1978)

REASONS	NUMBER OF CASES	PCT. OF TOTAL CASES
01 CUTTING CLASS	0	00.00
02 TARDY TO CLASS	0	00.00
03 TRUANCY	0	00.00
04 DISOBEDIENCE	0	00.00
05 PROFANITY	0	00.00
06 FIGHTING	3	23.08
07 STEALING	0	00.00
08 VANDALISM	0	00.00
09 SMOKING	5	38.46
10 DRINKING ALCOHOL	0	00.00
11 POSS. DRUGS - ALCOHOL	2	15.38
12 UNDER INFLUENCE	0	00.00
13 INDECENT EXPOSURE	0	00.00
14 PHYSICAL ATTACK	0	00.00
15 THROWING OBJECTS	0	00.00
16 GAMBLING	0	00.00
17 FAIL. SERVE DETENTION	0	00.00
18 ASSAULT ON STAFF	0	00.00
19 ATTENDANCE	0	00.00
20 DESTROY. SCHOOL PROPERTY	0	00.00
21 LV. SCHOOL W/O PERMISSION	0	00.00
22 BUS DISRUPTION	0	00.00
23 POSS. ILLEGAL WEAPON	0	00.00
24 TARDY TO SCHOOL	0	00.00
25 CLASS DISRUPTION	0	00.00
26 EXTORTION	0	00.00
27 DEFIANCE OF REQUEST	0	00.00
28 OFFENSIVE TOUCHING	0	00.00
29 THREATENING STAFF	3	23.08
30 UNAUTHORIZED ASSEMBLY	0	00.00
31 CAUSING DIST. IN HALL	0	00.00
32 FORGERY	0	00.00
33 CONTINUOUS DISRUPTION	0	00.00
34 NOT IN ASSIGNED AREA	0	00.00
35 OTHER	0	00.00
TOTALS	13	100.00

TABLE 17

NUMBER OF DISCIPLINE CASES REPORTED
(MAY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT OF TOTAL
9TH	MALE	1	2	0	0	0	0	3	23.08
	FEMALE	4	0	0	0	0	0	4	30.77
	TOTAL	5	2	0	0	0	0	7	53.85
10TH	MALE	4	2	0	0	0	0	6	46.15
	FEMALE	0	0	0	0	0	0	0	00.00
	TOTAL	4	2	0	0	0	0	6	46.15
11TH	MALE	0	0	0	0	0	0	0	00.00
	FEMALE	0	0	0	0	0	0	0	00.00
	TOTAL	0	0	0	0	0	0	0	00.00
12TH	MALE	0	0	0	0	0	0	0	00.00
	FEMALE	0	0	0	0	0	0	0	00.00
	TOTAL	0	0	0	0	0	0	0	00.00
TOTAL	MALE	5	4	0	0	0	0	9	69.23
	FEMALE	4	0	0	0	0	0	4	30.77
	TOTAL	9	4	0	0	0	0	13	100.00

TABLE 18

TOTAL NUMBER OF DISCIPLINE CASES PROCESSED
(JANUARY - MAY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT OF TOTAL
9TH	MALE	40	23	0	0	0	0	63	26.14
	FEMALE	20	9	0	0	0	0	29	12.03
	TOTAL	60	32	0	0	0	0	92	38.17
10TH	MALE	44	17	0	0	0	0	61	25.31
	FEMALE	5	7	0	1	0	0	13	5.39
	TOTAL	49	24	0	1	0	0	74	30.70
11TH	MALE	21	17	0	0	0	0	38	15.77
	FEMALE	4	12	0	0	0	0	16	6.63
	TOTAL	25	29	0	0	0	0	54	22.40
12TH	MALE	10	9	0	0	0	0	19	7.88
	FEMALE	2	0	0	0	0	0	2	.83
	TOTAL	12	9	0	0	0	0	21	8.71
TOTAL	MALE	115	66	0	0	0	0	181	75.10
	FEMALE	31	28	0	1	0	0	60	34.90
	TOTAL	146	94	0	1	0	0	241	100.00

TABLE 19

TEACHER ASSIGNED DETENTIONS
(JANUARY - MAY 1978)

TEACHER NUMBER	DETENTIONS ASSIGNED	TEACHER NUMBER	DETENTIONS ASSIGNED	TEACHER NUMBER	DETENTIONS ASSIGNED
175	25	045	2	165	3
210	--	125	7	015	--
230	9	025	20	095	3
055	2	105	5	060	10
170	2	135	10	190	20
235	6	150	--	080	--
020	44	315	46	295	29
185	98	155	41	205	--
245	--	140	7	335	9
070	--	320	5	010	8
215	3	345	10	090	--
195	1	115	--	265	6
200	4	285	9	180	14
145	--	040	4	280	--
260	2	290	62	255	5
240	2	130	131	270	12
225	--	050	8	220	--
085	--	120	--	325	25
065	13	900	34	075	7
340	152	100	--	211	61
005	--	110	16	330	33
276	6	250	21	091	--
035	10	160	--		

TOTALS
ALL TEACHERS
BY GRADE:
9th - 470
10th - 266
11th - 207
12th - 94

TABLE 20

STUDENTS SUSPENDED 1-3 DAYS
(JANUARY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	4	2	0	0	0	0	6	26.09
	FEMALE	0	2	0	0	0	0	2	8.70
	TOTAL	4	4	0	0	0	0	8	34.78
10TH	MALE	4	2	0	0	0	0	6	26.09
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	4	2	0	0	0	C	6	26.09
11TH	MALE	1	3	0	0	0	0	4	17.39
	FEMALE	0	2	0	0	0	0	2	8.70
	TOTAL	1	5	0	0	0	0	6	26.09
12TH	MALE	2	1	0	0	0	0	3	13.04
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	2	1	0	0	0	0	3	13.04
TOTAL	MALE	11	8	0	0	0	0	19	82.61
	FEMALE	0	4	0	0	0	0	4	17.39
	TOTAL	11	12	0	0	0	0	23	100.00

TABLE 21

STUDENTS SUSPENDED 1-3 DAYS
(FEBRUARY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	2	0	0	0	0	0	2	16.67
	FEMALE	1	1	0	0	0	0	2	16.67
	TOTAL	3	1	0	0	0	0	4	33.33
10TH	MALE	0	2	0	0	0	0	2	16.67
	FEMALE	0	1	0	0	0	0	1	8.33
	TOTAL	0	3	0	0	0	0	3	25.00
11TH	MALE	1	2	0	0	0	0	3	25.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	2	0	0	0	0	3	25.00
12TH	MALE	1	0	0	0	0	0	1	8.33
	FEMALE	1	0	0	0	0	0	1	8.33
	TOTAL	2	0	0	0	0	0	2	16.67
TOTAL	MALE	4	4	0	0	0	0	8	66.67
	FEMALE	2	2	0	C	0	0	4	33.33
	TOTAL	6	6	0	0	0	0	12	100.00

TABLE 22

STUDENTS SUSPENDED 1-3 DAYS
(MARCH 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	4	0	0	0	0	0	4	16.67
	FEMALE	2	0	0	0	0	0	2	8.33
	TOTAL	6	0	0	0	0	0	6	25.00
10TH	MALE	3	4	0	0	0	0	7	29.17
	FEMALE	1	0	0	0	0	0	1	4.17
	TOTAL	4	4	0	0	0	0	8	33.33
11TH	MALE	4	2	0	0	0	0	6	25.00
	FEMALE	0	3	0	0	0	0	3	12.50
	TOTAL	4	5	0	0	0	0	9	37.50
12TH	MALE	1	0	0	0	0	0	1	4.17
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	0	0	0	0	0	1	4.17
TOTAL	MALE	12	6	0	0	0	0	18	75.00
	FEMALE	3	3	0	0	0	0	6	25.00
	TOTAL	15	9	0	0	0	0	24	100.00

TABLE 23

STUDENTS SUSPENDED 1-3 DAYS

(APRIL 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	2	2	0	0	0	0	4	50.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	2	2	0	0	0	0	4	50.00
10TH	MALE	3	0	0	0	0	0	3	37.50
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	3	0	0	0	0	0	3	37.50
11TH	MALE	1	0	0	0	0	0	1	12.50
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	0	0	0	0	0	1	12.50
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TOTAL	MALE	6	2	0	0	0	0	8	100.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	6	2	0	0	0	0	8	100.00

TABLE 24

STUDENTS SUSPENDED 1-3 DAYS
(MAY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT OF TOTAL
9TH	MALE	1	2	0	0	0	0	3	23.08
	FEMALE	4	0	0	0	0	0	4	30.77
	TOTAL	5	2	0	0	0	0	7	53.85
10TH	MALE	4	2	0	0	0	0	6	46.15
	FEMALE	0	0	0	0	0	0	0	00.00
	TOTAL	4	2	0	0	0	0	6	46.15
11TH	MALE	0	0	0	0	0	0	0	00.00
	FEMALE	0	0	0	0	0	0	0	00.00
	TOTAL	0	0	0	0	0	0	0	00.00
12TH	MALE	0	0	0	0	0	0	0	00.00
	FEMALE	0	0	0	0	0	0	0	00.00
	TOTAL	0	0	0	0	0	0	0	00.00
TOTAL	MALE	5	4	0	0	0	0	9	69.23
	FEMALE	4	0	0	0	0	0	4	30.77
	TOTAL	9	4	0	0	0	0	13	100.00

TABLE 25

STUDENTS SUSPENDED 4-10 DAYS

(JANUARY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
10TH	MALE	1	0	0	0	0	0	1	100.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	0	0	0	0	0	1	100.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TOTAL	MALE	1	0	0	0	0	0	1	100.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	0	0	0	0	0	1	100.00

TABLE 26

STUDENTS SUSPENDED 4-10 DAYS

(FEBRUARY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
10TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TOTAL	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	100.00

TABLE 27

STUDENTS SUSPENDED 4-10 DAYS

(MARCH 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
10TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TOTAL	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	100.00

TABLE 28

STUDENTS SUSPENDED 4-10 DAYS
(APRIL 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
10TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TOTAL	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	100.00

TABLE 29

STUDENTS SUSPENDED 4-10 DAYS

(MAY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
10TH	MALE	1	3	0	0	0	0	4	75.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	3	0	0	0	0	4	75.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	1	0	0	0	0	1	25.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	1	0	0	0	0	1	25.00
TOTAL	MALE	1	4	0	0	0	0	5	100.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	1	4	0	0	0	0	5	100.00

TABLE 30

STUDENTS SUSPENDED 11 OR MORE DAYS

(JANUARY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTAL
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
0TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
1TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
2TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TAL	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	100.00

TABLE 31

STUDENTS SUSPENDED 11 OR MORE DAYS
(FEBRUARY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
10TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TOTAL	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	100.00

TABLE 32

STUDENTS SUSPENDED 11 OR MORE DAYS

(MARCH 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
10TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TOTAL	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	100.00

TABLE 33

STUDENTS SUSPENDED 11 OR MORE DAYS

(APRIL 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
0TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
1TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
2TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TAL	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	100.00

TABLE 34

STUDENTS SUSPENDED 11 OR MORE DAYS
(MAY 1978)

GRADE	SEX	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT. OF TOTA
9TH	MALE	0	1	0	0	0	0	1	100.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	1	0	0	0	0	1	100.00
10TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
11TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
12TH	MALE	0	0	0	0	0	0	0	.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	0	0	0	0	0	0	.00
TOTAL	MALE	0	1	0	0	0	0	0	100.00
	FEMALE	0	0	0	0	0	0	0	.00
	TOTAL	0	1	0	0	0	0	0	100.00

Appendix 1

SEAFORD SENIOR HIGH SCHOOL

Seaford, Delaware

REFERRAL OF MISCONDUCT TO PRINCIPAL'S OFFICE

1. STUDENT NAME_____
(Last) (First) (Middle Initial)

2. DATE_____GRADE_____ROOM_____TIME_____MOD_____

REASON FOR REFERRAL

___1. Cutting Class
___2. Tardy to Class
___3. Truancy
___4. Disobedience
___5. Profanity
___6. Fighting
___7. Stealing
___8. Vandalism
___9. Violation of Smoking Rules
___10. Drinking Alcohol
___11. Possession of Drugs or Alcohol
___12. Under Influence of Drugs or Alcohol
___13. Indecent Exposure
___14. Physical Attack
___15. Throwing Objects
___16. Gambling
___17. Assault on a Staff Member
___18. Attendance
___19. Destroying School Property
___20. Leaving School without Permission
___21. Bus Disruption
___22. Possession of Illegal Weapon
___23. Tardiness to School
___24. Class Disruption
___25. Taking Money (Extortion)
___26. Defiance of a Legal and Reasonable Request
___27. Offensive Touching
___28. Threatening a Staff Member
___29. Unauthorized Assembly or Gathering
___30. Causing Disturbance in the Hallway
___31. Forgery
___32. Continuous Disruption
___33. Failure to be in Assigned Area
___34. Cafeteria Disruption
___35. Throwing Food
___36. Verbal Abuse of School Personal
___37. Assault with a Prohibited Weapon
___38. Other
___39.
___40.
___41.

FAILURE TO ATTEND DETENTION

A. Assigned_____ B. To be Served on_____
(Date)

C. Room_____ D. Time_____

E. Length of Time_____

F. Reason_____

NAMES OF WITNESSES: 1._____3._____5._____

2._____4._____6._____

LOCATION OF INCIDENT

CLASSROOM #_____ HALL_____ PARKING LOT_____

REST ROOM_____ CAFETERIA_____ OTHER_____

PREVIOUS ACTION TAKEN BY TEACHER BEFORE REFERRAL

1. Conference with Student ( )
2. Imposed Penalty ( )
3. Contact with Parent ( )
   a.___Telephone b. ___In Person
   c.___Letter d. ___No Previous Contact
4. Other

_____
(Signature of Teacher)

COMMENTS:_____

_____

_____

_____

90

_____
Administrator's Signature

TEACHERS DETENTION

_____
Grade Last Name First Name

A. Assigned_____
Date

B. To Be Served On_____
Date

C. Room_____ D. Time_____

E. Length of time_____

F. Reason_____

_____

_____

_____
Assigning Teacher

This stub must be presented, by the teacher, to the student at the time the detention is given. Each student must be given a twenty four hour notice.

White - Administration
Canary - Student
Pink - Teacher

SEAFORD SENIOR HIGH SCHOOL
Seaford, Delaware
NOTIFICATION OF DISCIPLINARY ACTION

STUDENT INFORMATION

Case Number (1–9) Last Name (10–24) First Name (25–33) MI (34) Grade/Section (35–36)

DATE MO (37–38) DY (39–40) YR (41–42)

SEX 1.____MALE 2.____FEMALE

RACE 1.____WHITE 3.____MEX-AM 5.____ORIENTAL
2.____BLACK 4.____AM-IND 6.____OTHER

Student's Address_____
Student's Home Phone_____
Parent's Business Phone_____

DISCIPLINARY REASONS

___01 Cutting Class
___02 Tardy to Class
___03 Truancy
___04 Disobedience
___05 Profanity
___06 Fighting
___07 Stealing
___08 Vandalism
___09 Violation of Smoking Rules
___10 Drinking Alcohol
___11 Possession of Drugs Or Alcohol
___12 Under Influence of Drugs or Alcohol
___13 Indecent Exposure
___14 Physical Attack
___15 Throwing Objects
___16 Gambling
___17 Failing to Serve A Detention
___18 Assault on a Staff Member
___19 Attendance
___20 Destroying School Property
___21 Leaving School without Permission
___22 Bus Disruption
___23 Possession of Illegal Weapon
___24 Tardiness to School
___25 Class Disruption
___26 Taking Money (Extortion)
___27 Defiance of a Legal and Reasonable Request
___28 Offensive Touching
___29 Threatening a Staff Member
___30 Unauthorized Assembly or Gathering
___31 Causing Disturbance in the Hallway
___32 Forgery
___33 Continuous Disruption
___34 Failure to be in assigned location
___35 Cafeteria Disruption
___36 Throwing Food
___37 Verbal Abuse of School Personnel
___38 Other
___39

ADDITIONAL INFORMATION_____

SUSPENDED BY 1.___Principal 2.___Assistant Principal 3.___VTC 4.___Other
PADDLED BY_____
0 DY YR (51–52, 53–54, 55–56)

Is Student Suspended Pending Parent Conference? 1.___YES 2.___NO
Days Suspended_____ (59–60)

Date to Return_____

REFERRING TEACHER NO._____ (61–63)

DISCIPLINARY ACTIONS:

___01 Advised to pay damages
___02 Arranged Student/Teacher Conference
___03 Arranged Teacher/Parent Conference
___04 Warned
___05 Assigned detentions--Before or after school
___06 Assigned to Clean-up Activity
___07 Called parent
___08 Called parent to pick up student
___09 Referred to police
___10 Called Youth Action or Community Guidance Center
___11 Called some other agency
___12 Counseled with Student
___13 Corporal punishment used
___14 No action taken
___15 Referred to Guidance Counselor
___16 Referred for Psychological Study
___17 Requested parental Conference
___18 Requested "Third Party Hearing"
___19 Suspended from School
___20 Referred to Juvenile Authorities
___21 In-School Suspension
___22 Other
___23

LOCATION OF INCIDENT
CLASSROOM # (70–72) HALL (73–74) PARKING LOT (75–76) REST ROOM (77–78) CAFETERIA (79) OTHER (80)

Dear

We regret to inform you that it has been necessary to suspend your son/daughter for the reason(s) marked above.

He/She may return to school_____

Meanwhile, it should be noted that the Seaford School District is dedicated to helping every student become successful. It is our policy and practice to work closely with each student to determine and provide the program he/she needs to be a success. Obviously, suspensions do not contribute to this goal. Consequently, we are hopeful that you will discuss the seriousness of this action with him/her. We would also welcome a review of the reasons for this suspension with you and your son/daughter. Please call_____at _____for an appointment.

We appreciate your understanding in this matter, and look forward to working with you in the best interests of your son/daughter. Please note that students who return to the school campus or building (except by appointment) while under suspension may be charged with Loitering - a violation of State Law.

Comments_____

White Copy - Administration
Canary - Parent
Pink - Data Processing

Name_____ 92

Title_____

School_____

SEAFORD SENIOR HIGH SCHOOL
SEAFORD, DELAWARE

STUDENT INVENTORY OF GUIDANCE AWARENESS

We at Seaford Senior High School would like to discover the extent to which you are familiar with the guidance services offered in our school. By knowing how you feel about this phase of our school program, we shall be better able to initiate changes in the areas which you indicate. Will you please respond as frankly and honestly as you are able.

DO NOT PLACE YOUR NAME ON THIS INVENTORY.

MALE _____ FEMALE _____ GRADE _____

DIRECTIONS: Will you please check (x) Yes or No to indicate your feelings about each question. If you feel that you cannot give a definite Yes or No answer, will you please check (x) in the space marked (?).

___Yes___No___? 1. Does your school help you to consider information about yourself as it relates to your future educational and vocational plans?

___Yes___No___? 2. Have you been encouraged to investigate the personal and educational requirements for occupations you have considered?

___Yes___No___? 3. Have you had conferences with some one on your school staff concerning your educational and vocational plans?

___Yes___No___? 4. Does the school inform your parents of your standardized test results?

___Yes___No___? 5. If you had a personal problem, would you feel free to discuss it with someone on your school staff?

___Yes___No___? 6. Does your school help you to understand the meaning of your standardized test scores? (Examples: school ability, achievement, and aptitude).

___Yes___No___? 7. Do you have access to the information you want and need to know about the various occupations you have considered?

___Yes___No___? 8. Do you know which member of your school staff is your school counselor?

___Yes___No___? 9. Is opportunity provided in your school for groups of students to discuss and understand their attitudes?

___Yes___No___? 10. Has your school counselor talked with you about your future educational and vocational plans?

(Continued on the back)

___Yes___No___? 11. Has your school provided your parents an opportunity to discuss your educational plans?

___Yes___No___? 12. Do you have access to the information you want and need about colleges and other schools which offer post-high school education?

___Yes___No___? 13. When you entered high school, were you helped to learn about your new school and how to get along in it?

___Yes___No___? 14. Have you had an opportunity to discuss with your school counselor various approaches to solving problems with which you have been faced?

___Yes___No___? 15. Are you thinking about or planning what you are going to do when you finish high school?

___Yes___No___? 16. Has your school provided the opportunity for you to learn to present information about your abilities, training, characteristics, and experience to employers in a convincing manner?

___Yes___No___? 17. Have your parents ever talked with your school counselor?

___Yes___No___? 18. Have you been helped to plan the subjects and activities you need and want to take while you are in high school?

___Yes___No___? 19. Were you helped to become familiar with the employment possibilities in your community and the surrounding areas?

___Yes___No___? 20. Can you talk about your real feelings about things with your school counselor?

___Yes___No___? 21. Do your teachers discuss the various occupations which are related to the subjects taught by them?

___Yes___No___? 22. Do you know where your school counselor's office is located?

___Yes___No___? 23. Have you been helped to decide if you have the ability to succeed in college?

___Yes___No___? 24. Does your school use film-strips, films, pamphlets, books, etc., to help you understand problems of personal and social development?

___Yes___No___? 25. Have your ability and achievement test results been helpful to you in your educational and vocational planning?

___Yes___No___? 26. Have you received any help from your school in the improvement of your study skills and habits?

___Yes___No___? 27. Have you had an opportunity to participate in group discussions about the concerns of high school students?

___Yes___No___? 28. Has your school counselor discussed your ability and achievement test results with you individually?

___Yes___No___? 29. Were you helped before the ninth grade to plan your high school program of courses?

___Yes___No___? 30. Has your school provided opportunities for you to grow in your ability to make realistic plans for yourself?

___Yes___No___? 31. Has a counselor or a teacher helped you to examine your abilities, personality traits and interests as they may pertain to your future plans?

___Yes___No___? 32. Have you been satisfied with the course selections which you have made?

___Yes___No___? 33. Do you feel that your school experiences have provided you with opportunities to develop self-reliance?

SUSPENDED 11 OR MORE DAYS

	ANGLO	NEGRO	MEX-AM	AM-IND	ORIENTAL	OTHER	TOTAL	PCT OF TOTAL
MALE	0	1	0	0	0	0	1	100.00
FEMALE	0	0	0	0	0	0	0	.00
TOTAL	0	1	0	0	0	0	1	100.00
MALE	0	0	0	0	0	0	0	.00
FEMALE	0	0	0	0	0	0	0	.00
TOTAL	0	0	0	0	0	0	0	.00
MALE	0	0	0	0	0	0	0	.00
FEMALE	0	0	0	0	0	0	0	.00
TOTAL	0	0	0	0	0	0	0	.00
MALE	0	0	0	0	0	0	0	.00
FEMALE	0	0	0	0	0	0	0	.00
TOTAL	0	0	0	0	0	0	0	.00
MALE	0	1	0	0	0	0	1	.00
FEMALE	0	0	0	0	0	0	0	.00
TOTAL	0	1	0	0	0	0	1	100.00